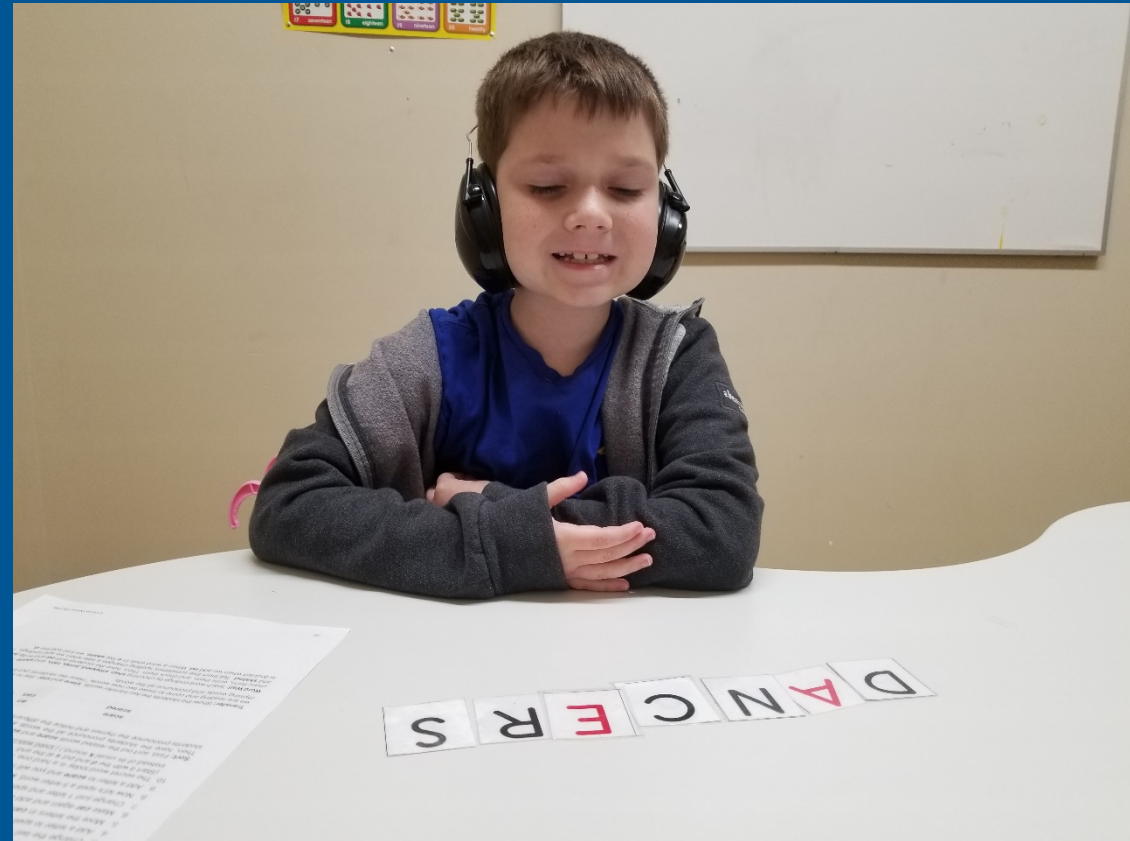
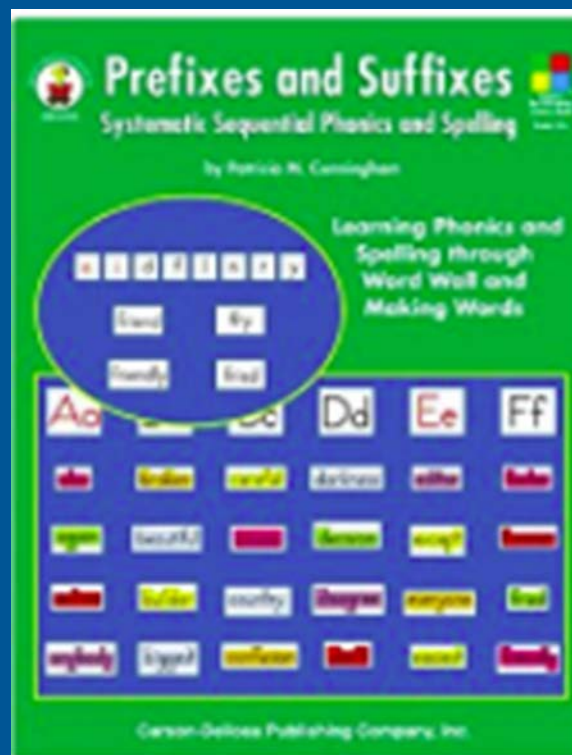
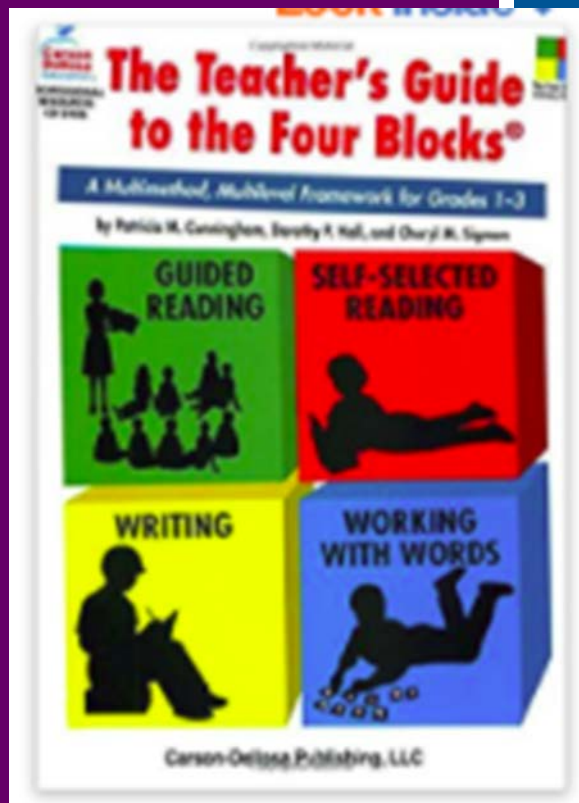


Working with Words: Making Words



Books to Think About



Purpose



- Multilevel phonics activities designed for children of all ability levels
- Teach decoding and spelling skills
- Phonics
- Phonemic Awareness/
Alphabet

Does the student:

- Know most of the letters most of the time?
- Engage actively during shared reading?
- Have a means of communication and interaction?
- Understand that writing involves letters and words?

No

Yes

Daily Emergent Interventions

- Shared Reading
- Predictable Chart Writing
- Alphabet & Phonological Awareness**
- Independent Writing with access to full alphabet
- Independent Reading

Daily Conventional Interventions

- Guided Reading (Anchor-Read-Apply)
- Word Study (Key Words + Making Words)**
- Writing
- Independent Reading

Does Your Classroom have ALL Students who are Emergent or Conventional?

No

Yes

Combine the Emergent and Conventional Interventions

- Shared Reading AND Guided Reading
- Alphabet & Phonological Awareness During Word Wall & Making Words
- Predictable Chart Writing (Share the Pencil)
- Writing Instruction (Conventional Only)
- Independent Reading
- Independent Writing

Use the list of Emergent OR Conventional Interventions

Making Words



- Early readers can begin reading process by learning to decode simple words.
- Use of letter cards, tiles, or plastic letters
- Be creative with materials to increase engagement.

Making Words



- Students begin by decoding two- and three-letter phonetically spelled words.
- Students use letter cards to blend sounds and begin reading.
- Moves up to longer words, prefixes, suffixes, roots, etc.

Making Words

ai	ay
rain	day
main	play
braid	may
grain	stay
wait	way
claim	pray
gain	gray
train	say
paint	tray

www.thisreadingmama.com

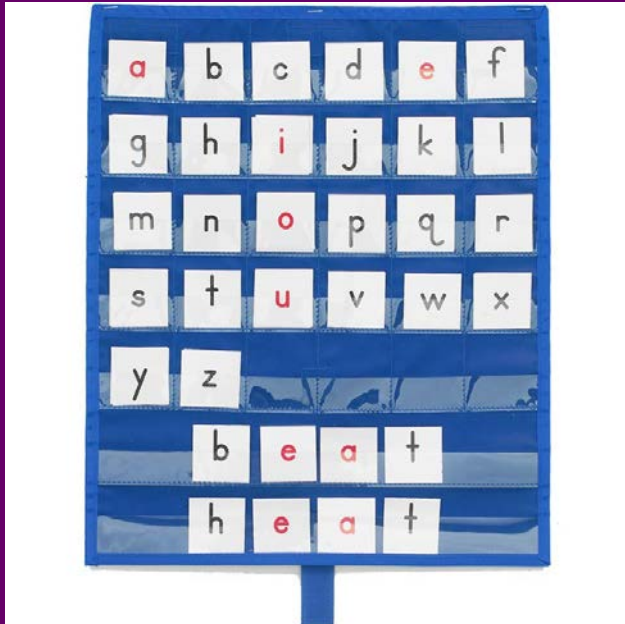
- After students make all words, word cards can be used for additional exposure
- Sorting words according to different categories builds language and vocabulary skills.
- Presenting new words with similar patterns helps students practice and generalize skills.

What Does a Systematic Phonics Lesson Look Like?



- Teacher reads the first word/sentence on the script. Students try to make word.
- As soon as students start to finish, have someone come up and make the word.
- Other students compare their word and make changes as needed.
- Repeat for rest of words.
- Sort/Transfer Activities

Materials



- Systematic Sequential Phonics (recommended text)
- Pocket Chart, visual guides, Velcro as needed
- Paper, markers, word cards, or computer/smartboard
- Letters (Laminated, paper squares, magnetic, foam, etc.)

Lesson 1

Letters: a d n s t

Words: at an and Dan tan ant sat sad sand

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make Words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and make **at**. We are at school.
2. Take the **t** away and add a different letter to make **an**. I ate an apple.
3. Add a letter to **an** and you can spell **and**. I like apples and bananas.
4. Now we are going to do a trick with **and**. Move the letters in and around so that they spell **Dan**. Stretch out **Dan** and listen for where you hear the **D** and the **a** and the **n**. (Look for a student who has **Dan** spelled with a capital letter **D**, and send that student to make **Dan** with the big letters.) My cousin's name is Dan.
5. Take the **D** away and add a letter to spell **tan**. I got a tan at the beach.
6. Now let's do the "move the letters around" trick with **tan** to spell **ant**. Stretch out **ant** with me and listen for where you hear the sounds. The ant is tiny.
7. Let's start over and make another 3-letter word, **sat**. The boy sat down.
8. Take the **t** away, add another letter, and you can spell **sad**. He was very sad.
9. Now we are going to spell a 4-letter word. Add 1 letter to **sad** and you can spell **sand**. Let's all say **sand** and listen for the letter we need to add. She digs in the sand.

Sort: Collect the letters, then read with the students all the words in the pocket chart.

1. Have the students sort the words into columns according to their first letter.
2. Next, sort words into columns according to how many letters they have.
3. Finally, find all of the words that end with the **-an** spelling pattern.

at	sat	Dan	tan
an	sad	and	
sand	and		

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

Lesson 117

Letters: a e o u d g n r s

Words: our use used sour sound round ground around garden danger dangerous

Make Words: Distribute the letters and have everyone write the capitals on the back. After each word is made, show the correct spelling. Make sure everyone has each word spelled correctly before doing the next word. Keep the lesson fast paced.

1. Take 3 letters and spell **our**. Our class is the smartest class in the school.
2. Take 3 letters and spell **use**. We use the computers to publish our writing.
3. Add 1 letter and spell **used**. My dad bought a used truck.
4. Take 4 letters and spell **sour**. I like milk but not when it is old and sour.
5. Remove the r and add 2 letters to spell **sound**. I love the sound of the waves in the ocean.
6. Change 1 letter and spell **round**. A beach ball is round.
7. Add 1 letter and spell **ground**. I dropped my ice cream cone on the ground.
8. Change 1 letter and spell **around**. We all ran around the circle.
9. Use 6 letters to spell **garden**. We grow tomatoes and cucumbers in the garden.
10. Move the letters around and spell **danger**. The mountain climbers, who became stranded in the blizzard, were in great danger.
11. Add your letters to **danger** and you will have the secret word. (Give clues after 1 minute.) Mountain climbing can be very dangerous.

Introduction	4
Lessons 1-5	10
Suffixes: s; es	
Word Wall Words: addresses are crashes lunches monkeys	
Lessons 6-10	15
Suffix: ing	
Word Wall Words: stopping swimming what watching writing	
Lessons 11-15	20
Suffix: ed	
Word Wall Words: floated grabbed squirted used wanted	
Lessons 16-20	25
Suffixes: s; es; d in words ending in y	
Word Wall Words: country countries fried married our	
Lessons 21-25	30
Suffix: en	
Word Wall Words: broken frighten hidden went written	
Lessons 26-30	35
Suffixes: y; al	
Word Wall Words: healthy musical national rainy they	
Lessons 31-35	40
Compound words	
Word Wall Words: anybody anywhere everyone something were	

Lessons 71-75	80
Suffix: ness	
Word Wall Words: darkness happiness readiness sadness said	
Lessons 76-80	85
Prefix: re	
Word Wall Words: builder rebuild refilled recalled replace	
Lessons 81-85	90
Prefixes: dis; un	
Word Wall Words: disagree disappear except unbeaten unexpected	
Lessons 86-90	95
Prefixes: in; im	
Word Wall Words: immature impossible incorrect incomplete into	
Lessons 91-95	100
Suffixes: ee; ian; ist	
Word Wall Words: again employees librarian magicians scientist	
Lessons 96-100	105
Suffix: tion	
Word Wall Words: action inventions location protection vacations	
Lessons 101-105	110
Suffix: sion	
Word Wall Words: confusion cousin decision discussion	

Make Your Own Scripts



- <https://www.wordplays.com/en/word-jumble-solver>
- Keep common rimes, prefix, suffix, roots, etc. in mind when choosing words to make.
- Create ending mystery words around big topics or exciting experiences.

General Tips

a	b	c	d
e	f	g	h
i	j	k	l
m	n	o	p
q	r	s	t

- Use lowercase letters (seen most often when reading)
- Use letter sounds vs. letter names
- Do not skip sort section (each time student reads/spells a word, that much closer to automaticity)

Making Words Prompt Hierarchy



- Independent
- Visual (Student notices model on board and changes answer)
- Gestural (Staff points to mistake or peer model)
- Verbal (Staff tells student to compare board for answer or sounds out word)
- Fail (Staff tells student what letter to use/moves letter for them)

References



- Erickson, K. and Koppenhaver D. Children with Disabilities: Reading and Writing the Four Blocks Way. Greenville, NC: Carson-Dellosa Publishing, 2007.
- Erickson and Koppenhaver, pp. 111 - 117 (2007)